



Subject Guide

Year 9

YEPPOON STATE HIGH SCHOOL

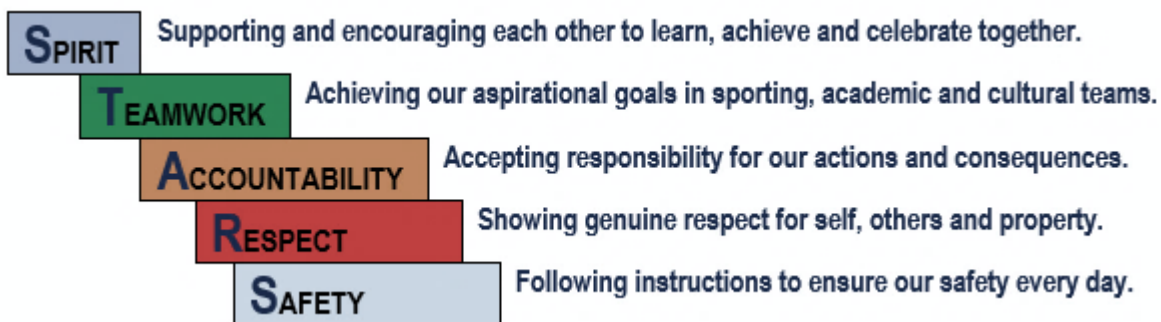
Together we succeed

Principal’s Welcome

Dear parents and carers

Thank you for choosing our school for your child’s secondary education. At Yeppoon State High School, we have established expectations which support every child’s improvement, be that academic, social or emotional.

These expectations are known as our “STARS”:



We recognise the importance of an effective transition between primary school and high school. As such, our school provides a broad range of experiences to enable informed choices as each student progresses into each phase of learning; junior, middle and senior secondary.

Regards

James O'Neill

Principal



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Management and Support Structure

EXECUTIVE

Principal	Mr James O'Neill
Deputy Principal Year 7-8	Mr Dylan Kussrow
Deputy Principal Year 9-10	Mr Patrick Coe
Deputy Principal Year 11-12	Ms Dani Pozzetti
Deputy Principal Diversity and Inclusion	Mrs Kerri Wellspring
Business Services Manager	Mrs Grace Linaogo

HEADS OF DEPARTMENT

The Arts	Ms Peta McAllister
Business & Information Technology	Mrs Sandra Byrt
English	Mr Shane Dwyer
Health & Physical Education	Mr John Cronin
Technologies	Ms Amanda Cole
Junior Secondary (Years 7 and 8)	Mrs Lisa Whitworth
Middle Secondary (Years 9 and 10)	Mrs Phebe Chelepy
Senior Secondary (Years 11 and 12)	Ms Rhianna Titmarsh
Mathematics	Mrs Taylor Olsson
Science	Mrs Caledonia Yore
Senior Schooling	Mr Shannon Boyle
Social Sciences & Languages	Mr Nigel Hutton

SUPPORT STAFF

Guidance Officer (Years 7-9)	Ms Peta Thomas/Ms Shannon Devenish
Guidance Officer (Years 10-12)	Mrs Lisa Ramsay
Guidance Officer (Wellbeing)	Mrs Roxanne Franke
International Student Program Coordinator	Mrs Samantha West
International Homestay Coordinator	Mrs Kylie Johnstone
School Chaplain	Ms Amelia Sell
Industry and Vocational Training Officer	Mrs Heather Sanders
Youth Support Coordinator	Mrs Kerrie McDonald
Youth Worker	Mrs Jillian Jeffries
Link and Launch Coordinator	Mrs Emma Kirkland
School Nurse	Mrs Mischa Lawford

At Yeppoon State High School

Expectations are created by:

- Engaging students in a developmental program of authentic and real-life learning experiences
- Preparing students for the structural, social and cultural changes brought about by the Primary to Secondary school transition
- Being familiar with Yeppoon State High School setting
- Providing wide and varied subject choices where students are expected to investigate and plan while continuing to develop reading, writing and arithmetic skills

This might be demonstrated through:

- Project-based real life learning which has been developed through collaborative planning and community involvement
- Problem-based real-life learning
- Effective profiling of primary students, linking this to the high school setting
- Students playing an active role in leadership at the school, for example, the Student Parliament
- Students working towards developing individual learning pathways that will lead to an exit strategy from the school
- Teachers modelling excellence and quality

Relationships are created by:

- Students knowing about the school before they arrive e.g. Transition days
- Students and teachers working together on longer-term and deeper relationships

This might be demonstrated by:

- Effectively profiling primary students and making strong links with the high school setting
- Ensuring teachers have fewer students and therefore have more time to develop better relationships
- Students spending more time in collaborative learning in the same classroom
- A pastoral care program that leads students to become well-rounded, resilient citizens

High quality teaching is created by:

- Providing more time for each student so that students develop skills and knowledge at greater depth
- The delivery of clearly-explained tasks and assessment processes
- Using motivational content presented, wherever possible, in a real world context
- Designing student learning around what is relevant and useful to the learner
- A dedicated teaching staff willing to support students to lift achievement

Subject Offerings

In the following pages, you will find a brief description of the compulsory and elective subjects. The compulsory subjects in Year 9 include English, Mathematics, Science, History (one semester), and Health and Physical Education (one semester). In addition to the compulsory subjects, students need to choose four elective subjects, with at least one from each of The Arts and Technology Strands. The only exception to this is that of Languages - Japanese can be selected instead of either an Arts or Technology subject. With the exception of Music and Japanese (which are year long electives), each other elective will run for one semester.

All Year 9 students will complete an online subject selection through their One School My Education Plan. Please take the time to read the following pages to learn about the Yeppoon State High School subject offerings.

Course Organisation in Year 9

COMPULSORY SUBJECTS

English
Health and Physical Education (HPE)
History
Mathematics
Science

ELECTIVE SUBJECTS

Humanities

Economics and Business
Japanese

Health and Physical Education

Extension Health and Physical Education

Technologies

Technology Food and Fibre
Metal Technologies
Wood Technologies
Digital Technologies
Food Technologies

The Arts

Visual Arts
Drama
Media Arts
Music

Core Subjects

ENGLISH

ENG

Core Subject

Brief Description of Subject

The Year 9 English program is designed to provide a link between junior studies and senior studies. Throughout each year, teachers will be continually consolidating many aspects of grammar, punctuation and spelling. Students will further develop their skills in speaking, reading, writing and viewing in a wide range of genres. They will be encouraged to read widely.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Unit Title: Conversations about issues in texts</p> <p>Unit Overview: A study of sustainability with an environmental focus. The focus of the unit is on the social, ethical and moral issues, both positive and negative, raised by sustainable practices in the modern world.</p>	<p>Assessment Tasks: Spoken — persuasive spoken response 4-5 mins Pitch a sustainable product to a local business owner.</p>
TERM 2	<p>Unit Title: Conversations about concepts in texts</p> <p>Unit Overview: Analysis of representation of Australian identity (myths) through the media. May discuss how this has changed across time. Must make a central argument about change, or purpose or social consequence etc. in response to media reports.</p>	<p>Assessment Tasks. Written response for a public audience 500-700 words Add to public debate</p>
TERM 3	<p>Unit Title Creative response to literary texts</p> <p>Unit Overview: Teachers and students will study a variety of literary and media texts. The assessment will be in response to a visual text(s).</p>	<p>Assessment Tasks: Written — imaginative written response Seen task/supervised 600-700 words Short Story in Response to Stimulus.</p>
TERM 4	<p>Critical responses to literary texts</p> <p>Study of class novel</p>	<p>EXAM Written — analytical written response Unseen task The Literary Exam It is what it is Novel</p>
Criteria		
Homework	It is expected that students complete at least 20 minutes English homework three times per week. This will include tasks set by the teacher, spelling from the YHS Student Planner and wide reading.	
Excursions / Camps	There are no set excursions for this subject.	

Future Pathways

Year 10	English
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SCIENCE

SCI

Core Subject

Brief Description of Subject

Science develops students' curiosity and sense of wonder as they gain skills in working in a scientific way and use them to explain, predict and model their understandings of the physical and living worlds. The Middle School Science pathways lead to the many senior subjects needed for employment in and enjoyment of, our rapidly changing scientific and technological world.

Year 9 Science topics covered are directed by the National Curriculum. Units include:

- Energetic Moves – electricity, heat, light and sound – all types of necessary radiation. What makes them so useful?
- Being a Chemist – exploring a more powerful radiation – how and why it occurs and the uses we put it to.
- The Changing Earth– dynamic systems that shape the planet we live on.
- Life in the Balance – respiration, circulation, digestion and excretion systems in the body and the study of eco-systems and how organisms respond to change.
- Everyday chemistry for life – acids, food preparation, bushfires, detoxifying food and remedies for indigestion.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Energy on the move Energy transfer through different mediums can be explained using wave and particle models.	Examination
TERM 2	Body coordination and ecosystems Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.	Examination

<p>TERM 3</p>	<p>Plate tectonics and materials The theory of plate tectonics explains global patterns of geological activity and continental movement. All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.</p>	<p>Examination Research task</p>
<p>TERM 4</p>	<p>Reaction types Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</p>	<p>Examination Student experiment (Heat n Eat)</p>
<p>Criteria</p>		
<p>Homework</p>	<p>Homework is given after each lesson to reinforce the lessons, prepare for the next lesson (safety and pre-reading) or research and construct assignments. It is usually due the following day (lesson).</p>	
<p>Excursions / Camps</p>	<p>A field study may be completed in the “Changing Earth” or “Life in the Balance” unit to investigate the concepts discussed in the classroom.</p>	

Future Pathways

<p>Year 10</p>	<p>Science</p>
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HISTORY

HIS

Core Subject for one semester

Brief Description of Subject

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1 / 3	Industrial Revolution Students examine how advancing knowledge of science and technology enabled industrialization and ultimately spurred the modernization which lead to the growth of cities, a changing occupation, working classes and working conditions.	1 x Portfolio
TERM 2 / 4	World War I Students analyse the contributing factors to the outbreak of total war in 1914 before focusing on Australia's involvement and the legacy of the Gallipoli campaign.	1 x Research Project
Criteria	Questions and Research Analysis of Sources Communication Knowledge and Understanding	
Homework	Across the Semester students will be required to do a variety of the following: <ul style="list-style-type: none"> • Preparation and completion of assignments • Practice paragraphs • Vocabulary exercises • Revision and study for tests 	
Field Trips	Nil	

Future Pathways

Year 10	History
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MATHEMATICS

MAT

Core Subject

Brief Description of Subject

The curriculum framework for the junior school aims to be part of an effective transition for P-12 Curriculum Framework. The three content strands of the Australian Curriculum are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The four proficiency strands are: Understanding, Fluency, Problem Solving and Reasoning.

Curriculum development is on-going with teachers working in teams to adopt and adapt the planning that has been provided by Education Queensland through the Curriculum into Classroom materials. Each team has leaders who coordinate the implementation across several subject areas, including assessment.

Prominent features of the mathematics curriculum in the junior school are:

- Student-centered learning
- Acquisition and integration of knowledge
- Strong emphasis on the application of higher-order thinking
- Effective use of technology across the curriculum
- High, but manageable, expectations
- Culture of respect and enthusiasm for learning

Teachers work closely together to provide learning activities that occur both within and outside the classroom. The junior school also offers extension and enrichment programs to provide more challenging learning experiences for students.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Linear relationships, Measurement and Geometry	Core: 2 x Written Examination Extension: 1 x Written Examination 1 x Problem Solving and Modelling Task
TERM 2	Statistics and Probability	Core: 1 x Written Examination 1 x Problem Solving and Modelling Task Extension: 1 x Written Examination

TERM 3	Pythagoras and Trigonometry	Core: 1 x Problem Solving and Modelling Task Extension: 1 x Problem Solving and Modelling Task
TERM 4	Number, Algebra, Timescales and Finance	Core: 1 x Written Examination Extension: 1 x Written Examination
Criteria	Understanding, Fluency, Problem Solving and Reasoning.	
Homework	Regular homework and study is essential for successful completion of Year 9 Mathematics. Generally, homework is a consolidation of what was learned in class that day and is given to reinforce the lesson, prepare for the next lesson or to research and construct assignments. It is usually due the following lesson.	
Excursions / Camps	The school is an active annual participant in both the Maths Teams Challenge (contested in Year Levels and generally held in Rockhampton) and the Australian Maths Competition.	

Future Pathways

Year 10	Maths & Math Extension (Pre-requisite must be met)
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HEALTH AND PHYSICAL EDUCATION**HPE**

Core Subject for 1 semester

Brief Description of Subject

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of contemporary Australians.

HPE students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

*Students have the option of selecting a **Netball** or **Rugby League** specific class when undertaking HPE. All theoretical units are the same as core HPE but practical lessons are specific to either Netball or Rugby League.*

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
UNIT 1	<p>Unit 1 – Healthy & Active Living In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. As part of their exploration of cultural influences on participation in physical activity, students will be exposed to a range of recreational and cultural activities</p>	Multi-modal Practical Performance
UNIT 2	<p>Unit 2 – High Performing Teams In this unit, students explore factors that influence behaviour and how to manage challenging emotional situations. Students investigate and implement strategies to create positive emotions and cohesive, high performing teams. Students explore the impact of team culture and motivational climate on participation and performance. Students analyse movement strategies in gameplay to evaluate team performance. Students apply movement concepts and refine strategies to suit different movement situations.</p>	Written Exam Practical Performance
Criteria	<ul style="list-style-type: none"> Investigating Performance and Practical Application 	
Homework	Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.	
Excursions / Camps	N/A	

Future Pathways

Year 10	<p>HPE Extension</p> <p>HPE</p>
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Elective Subjects

JAPANESE

JAP

Elective Subject

Brief Description of Subject

Japanese gives students the opportunity to engage meaningfully with people of other cultures and languages, and thereby enhances their understanding of their own language and culture. Intercultural competence is essential in the increasingly diverse and changing contexts in which we live and work. The course also serves as a foundation into the senior phase of learning (Years 10, 11 and 12). It equips students with the learning strategies and study habits which are the foundation for not only life-long learning but also subsequent language learning. As a culminated learning experience, we also run a two – week tour of Japan for students who choose Senior Japanese.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	School Life Students will learn about various aspects of the Japanese education system and also about how school life for teenagers in Japan compares with the experiences of Australian teenagers. Students will be able to conduct and interpret surveys and graphs in Japanese.	1 x Writing 1 x Reading
TERM 2	Teen Life Students will discover how teenagers in Japan spend their time outside the classroom and compare this to their own lives as teenagers in Australia. Students will learn how to introduce their family members and describe their own daily routines in Japanese.	1 x Speaking 1 x Listening
TERM 3	Social Life Students will learn how to negotiate and organise social activities in Japanese. Students will be able to make and decline invitations in a culturally appropriate way, both on the telephone and face-to-face.	1 x Speaking 1 x Listening
TERM 4	Future Life Students will learn about important milestones and future aspirations of some Japanese teenagers, and compare these to their own. Students will be able to express their own future aspirations in Japanese.	1 x Writing 1 x Reading
Criteria	Socialising Intercultural understanding Language systems Creating and informing	
Homework	Students should expect to be given homework. The amount of work to be completed outside the classroom varies. When not given set homework, students should read over class notes before the next class.	

**Excursions /
Camp**

Students who study Japanese from Year 9 onwards, will have the opportunity to take part in an annual excursion to a Japanese restaurant. Students could also take part in the Japan trip and related programs.

Future Pathways

Year 10

Japanese

**Japanese
Extension**

METAL TECHNOLOGIES

TMM

Elective Subject

Brief Description of Subject

In Metal Technologies, students design and produce designed solutions in a metalwork environment. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. Students work independently and collaboratively, while problem-solving. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, including sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks.

Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Students will use the principles of metalworking to manufacture engineer’s square and hybrid creature.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<ul style="list-style-type: none"> Investigating Australian inventions Applying metalworking techniques Examining workplace health & safety 	<p>Investigation: Australian Inventions</p> <p>Practical Demonstration: Engineer’s Square</p>
TERM 2	<ul style="list-style-type: none"> Applying metalworking techniques Examining workplace health & safety 	<p>Design Project: Hybrid Creature</p>
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	Metal Technologies
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WOOD TECHNOLOGIES

TMW

Elective Subject

Brief Description of Subject

In Wood Technologies, students design and produce designed solutions in a woodwork environment. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. Students work independently and collaboratively, while problem-solving. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students use a range of technologies to communicate, including a variety of graphical representation techniques. They identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, including sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks.

Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Students will use the principles of woodworking to manufacture CO2 racer and serving tray.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<ul style="list-style-type: none"> Investigating principles of aerodynamics Applying woodworking techniques Examining workplace health & safety 	Design Project: CO2 Racer
TERM 2	<ul style="list-style-type: none"> Applying woodworking techniques Examining workplace health & safety 	Practical Demonstration: Serving Tray
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	Wood Technologies
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TECHNOLOGY FOOD AND FIBRE**TFF**

Elective Subject

Brief Description of Subject

Agriculture studies provides students with a wide range of supportive learning experiences where individual ideas are valued and encouraged. Students develop knowledge and skills in environmentally sustainable practices aligned to industry standards and agricultural enterprises. A range of practical orientated activities allows students to participate in the planning, design, production and evaluation of real-world scenarios. Activities include animal husbandry focusing on poultry, plant production and garden management, agriculture skills including livestock feeding, farm management and maintenance. Farm produce is utilized for cross-curricular activities with students involved in the preparation of food products made on the farm.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1	Students investigate plants suitable for our local climate. They explore different varieties of plants and their individual needs and requirements. They design a sustainable and functional solution for vegetable gardening and management on the school Agricultural Farm. They journal the process of planting, growing and maintaining their garden and reflect on changes to their plan and skills they have used.	Assessment 1: Design folio – booklet including planning, design and reflection elements. Assessment 2: Practical skills
Term 2	Students investigate and animal husbandry in regards to poultry health. They design and implement a health management plan for their allocated chickens. In pairs or individually they will perform the implementation of the health management plan. They will evaluate the effectiveness of the health management treatment plan and suggest possible alternative treatments or recommendations for the Poultry Industry.	Assessment 1: Practical implementation of Health Management Plan. Assessment 2: Explanation and reflection of treatment – spoken/written.
Criteria		
Homework	Homework will reflect the theory components of the subject and aligns to project components.	
Excursions / Camps		

Future Pathways

Year 10 Year 11	Technology Food and Fibre Agricultural Practices
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EXTENSION HPE

HPE

Elective Subject for 1 semester

Brief Description of Subject

Extension Health and Physical Education is a semester-long elective subject that builds on student knowledge and interest in HPE from Junior HPE and prepares students for a pathway to Senior PE. This program supports the Core HPE subject, extending students in complex theoretical areas explored in Year 11 and 12 PE. This enables students to be more prepared and also inform their senior subject selections, leading to a more successful selection. Like our Senior PE program, Extension HPE focuses on learning in, through and about sport with a personalised and integrated approach. This subject is based on term-long units that give the student opportunities to participate in a wide range of physical activities. Assessment of performance occurs in two specific sports, but learning occurs through a range of different sports and physical activities.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
	ONLY OFFERED SEMESTER 2	
UNIT 1	<p>Unit 2: Energy, Fitness and Training integrated with an Invasion Sport In this unit, students engage with concepts, principles and strategies about energy, fitness, training, and physical performance. In the selected physical activity, students demonstrate and apply specialised movement sequences and movement strategies to optimise their performance. Students analyse and synthesis relationships between the energy and fitness demands of the selected physical activity and personal performance. Students then evaluate and justify a training strategy to optimise an athlete's performance in the selected physical activity.</p>	Response to Stimulus
UNIT 2	<p>Unit 1: Ethics and Integrity integrated with Tennis In this Unit, students will discover how ethics guides the behaviours and choices we make every day and incorporates rules, principles, values and purpose. Students will work forward from thinking about what they believe about sport, it's meaning and its purpose, to what they think matters in terms of their own values, principles and ethical beliefs. This unit is run off-campus one lesson per week and involves a \$70/term fee to cover professional tuition, bus costs and equipment hire.</p>	Report
Criteria	Explaining Demonstrating Analysing Evaluating and Justifying Communicating	
Homework	It is expected that students complete a range of homework activities.	
Excursions / Camps	Day trips to Cooe Bay Tennis Courts. (\$70 Fee)	

Future Pathways

Year 10	<p>HPE HPE Extension Physical Education (Year 11) Sport and Recreation (Year 11) Cert III in Fitness (Year 11) Cert III in Sport and Recreation (Year 11)</p>
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DIGITAL TECHNOLOGIES

DIG

Elective Subject

Brief Description of Subject

Learning in Digital Technologies focuses on further developing opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Programming and designing games (coding and game development) helps in the development and enhancement of the student's critical thinking, logic and problem-solving skills, while learning the importance of attention to detail. Computer programming requires the student to analyse a task, then take well-defined logical rules and apply them in a creative and unique way to meet a specific objective.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Python Programming <ul style="list-style-type: none"> • Introduction to computer science • Computational thinking & Programming concepts • Programming languages (focus on Python) • Code.org – Hour of Code • Code Combat (Python Programming) • Grok Learning • Grok Python Programming, challenges/courses 	Theory Exam & Digital Portfolio
TERM 2	Game Design & Development Programming <ul style="list-style-type: none"> • Understand Game classifications • Develop pseudocode & diagrams • Create interactive games • Develop skills in identifying & correcting errors using debugging techniques. 	Game Design and Development Project
TERM 3		
TERM 4		
Criteria		
Homework	Students will be expected to complete a range of weekly homework tasks.	
Excursions / Camps		

Future Pathways

Year 10	Digital Technologies
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DRAMA

DRA

Elective Subject

Brief Description of Subject

This subject focuses on the ability to create roles and dramatic action, and communicate ideas and feelings in the active mode. Students select, sequence, and structure their work to build and shape dramatic action. They interpret, rehearse and perform their own scripts as well as existing texts. Students reflect on their own drama and the drama of other people, times and places. The significant components of drama are:

- Elements, conventions, forms and styles of drama;
- Forming dramatic action; e.g. scriptwriting, improvisation
- Presenting dramatic action; e.g. scripted plays
- Responding to dramatic action; e.g. journals, research assignments

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>Identifying the Unique Through the investigation of contemporary plays students will analyse and evaluate the elements of drama in creating dramatic meaning through a variety of characters in a range of situations</p> <p>To develop their performance and ensemble skills students will rehearse and present scripted monologues and scenes utilising the elements of drama.</p>	<p>MAKING:</p> <ul style="list-style-type: none"> • Performance - Rehearse and present scripted text <p>RESPONDING:</p> <ul style="list-style-type: none"> • Extended response
TERM 2	<p>Exploiting the Quirks</p> <ul style="list-style-type: none"> • Explore a range of texts through the ages • Devise improvised performances based on a range of situations • Analyse and evaluate a variety of performances. • Explore the physicality of comedy and mood manipulation 	<p>RESPONDING:</p> <ul style="list-style-type: none"> • Exam - Analyse the conventions of clowning <p>MAKING:</p> <ul style="list-style-type: none"> • Forming - Group improvisation
Criteria	<p>Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks.</p>	
Homework	<p>Homework is the completion of class activities, extension work, script writing, personal reflection and learning lines.</p>	
Excursions / Camps		

Future Pathways

Year 10	Drama
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ECONOMICS AND BUSINESS - General

ECB

Elective Subject

Brief Description of Subject

Students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	COMPETING AS A BUSINESS IN THE GLOBAL ECONOMY <ul style="list-style-type: none"> Global Economy Overseas Manufacture Australian Made Ethical Decisions Profit Margins Marketing Workplace Roles and Responsibilities 	Written Exam Research and Report (written)
TERM 2	FINANCIAL RESPONSIBILITY, RISK AND REWARD <ul style="list-style-type: none"> Financial Rewards Financial Risks Investments Insurance Scams Debt 	Written Exam Research Statement of advice report (Written)
TERM 3		
TERM 4		
Criteria		
Homework	Homework requirements in Business and Economics will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.	
Excursions / Competitions	Opportunities for local excursions and competitions may arise over the term course.	

Future Pathways

Year 10	Business
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FOOD TECHNOLOGIES

TFD

Elective Subject

Brief Description of Subject

In Food Technologies, students design and produce designed solutions in the context of food specialisations. They use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to global perspectives. They use creativity, innovation and enterprise skills with increasing confidence and independence.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating sequenced time and cost, to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind. They learn to transfer theoretical knowledge to practical activities across a range of culinary projects.

More specifically, Food Technologies is based on the wellbeing of individuals within the broader structure of family and community. Students are given the opportunity to develop an understanding of the importance of healthy eating, while exploring a range of culinary skills. They are empowered to think critically and creatively to solve contemporary problems, while ensuring socially and ethically responsible actions to enhance community wellbeing.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<ul style="list-style-type: none"> Identifying influences on food choices Investigating current food trends Examining kitchen safety & hygiene 	<p>Investigation: Food Trends</p> <p>Practical Performance: Lebanese Lamb Filo Rolls</p>
TERM 2	<ul style="list-style-type: none"> Investigating global food distribution Examining kitchen safety & hygiene 	<p>Design Project: Low Budget Meal</p>
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities / Assessment	
Excursions / Camps	n/a	

Future Pathways

Year 10	Food Technologies
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Brief Description of Subject

Students learn the elements of music, through a theoretical and practical study into popular music. Throughout this unit, students will learn an instrument, and respond to professional musicians' performances.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
SEMESTER 1	<p>Unit 1: Instant Popstar</p> <p>Want to be a popstar? All you need is 4 chords! During this unit, students examine and manipulate the infamous four chords of pop. Using music recording software, students will compose and record their very own pop song. Students will analyse how the elements of music are used within pop to create exciting new sounds.</p> <p>Unit 2: The Blues</p> <p>There is nothing quite like the blues, the twang of the guitar and the soul of the vocals create a sound like no other genre can. In this unit, students will look closely at the musical elements within this genre, such as improvisation, walking bass lines, pentatonic scales and swung rhythms in order to develop their performance and analysis skills.</p>	<p>MAKING:</p> <ul style="list-style-type: none"> • Composition <p>RESPONDING:</p> <ul style="list-style-type: none"> • Musicology – In class Exam <p>MAKING:</p> <ul style="list-style-type: none"> • Performance <p>RESPONDING:</p> <ul style="list-style-type: none"> • Musicology - Performance Statement
SEMESTER 2	<p>Unit 3: Film Music</p> <p>Before the invention of the 'talking pictures', all films were completely silent. With the advent of 'talkies', music began to establish itself as a vital element within film. Students explore, analyse and evaluate the ways in which the elements of music are manipulated to add value to the movie experience. Practical skills are developed as students rehearse and perform film music of their choice.</p> <p>Unit 4: Aussie Icons</p> <p>Australia is known for its many weird and wonderful icons, from vegemite to kangaroos, from Steve Irwin to the Big Banana. Australia can also lay claim to some of the world's greatest musicians, who have crafted songs that are undoubtedly Aussie through and through. Throughout this unit, students will analyse how those iconic</p>	<p>RESPONDING:</p> <ul style="list-style-type: none"> • Musicology Exam <p>MAKING:</p> <ul style="list-style-type: none"> • Performance <p>MAKING:</p> <ul style="list-style-type: none"> • Composition <p>RESPONDING:</p> <ul style="list-style-type: none"> • Musicology - Composition Statement

	<p>Australian artists have managed to create the Aussie songs we all know and love. Students will then use music recording software to compose and record a song inspired by an Aussie Icon of their choice.</p>	
<p>Criteria</p>	<p>Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks.</p>	
<p>Homework</p>	<p>Homework is the completion of class activities, extension, work, composition, work, personal reflection and practice.</p>	

Future Pathways

<p>Year 10</p>	<p>Music</p>
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Brief Description of Subject

Students are bombarded with hundreds, perhaps thousands of images every day. From their phones, computers, TV's and tablets. To the more traditional forms within magazines, newspapers and billboards. The ability to analyse, interpret and harness this information forms the basis for this course.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	<p>The art of the Interview</p> <p>Interviews on TV are quite common, and not just during the news. Interviews are so popular, entire shows are built around the idea of one person asking another question. Students will briefly explore some common filming and interview techniques. They will base their enquiries around an important and current theme.</p> <p>LifeHack</p> <p>Life Hacks are low budget, time saving techniques designed to simplify, re-organise and improve everyday life. In this topic students will analyse media conventions aimed at presenting knowledge in an entertaining manner. They'll research, develop, film and edit their version of a life hack.</p>	<p>MAKING:</p> <ul style="list-style-type: none"> • short interview sequence and life hack video <p>MAKING AND RESPONDING:</p> <ul style="list-style-type: none"> • Workbook with reflection on own and others' work
TERM 2	<p>Short Story</p> <p>In the beginning, all films were short. Students explore narrative structures and develop a short film based upon a chosen theme.</p> <p>Video Killed the Radio Star</p> <p>In 1981, a new cable channel called MTV aired its first ever music video, "Video Killed the Radio Star" by the Buggles. 19 years later, on Feb. 27, 2000, it became MTV's one millionth video aired. Music videos are now considered essential to the success of any new song, and whilst they're now more commonly found on YouTube, music videos remain an important form of artistic and musical expression. Students will explore film making methods such as green screen and stop motion in order to create a music video to accompany their favourite song.</p>	<p>MAKING:</p> <ul style="list-style-type: none"> • short film and music video <p>MAKING AND RESPONDING:</p> <ul style="list-style-type: none"> • Workbook with reflection on own and others' work

Criteria	<p>Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions.</p> <p>Responding includes exploring, responding to, analysing and interpreting artworks.</p>
Homework	Homework involves some planning and preparation during storyboarding and filming.
Excursions / Camps	Opportunities to attend film workshops may arise throughout the course of the subject.

Future Pathways

Year 10	Media Arts
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VISUAL ARTS

ART

Elective Subject

Brief Description of Subject

This subject focuses on communicating ideas, feelings and experiences through visual expression. The significant components of Visual Art are:

- Making images and objects by applying art forms, materials, and processes
- Appraising images and objects using specialised art language from a variety of historical and cultural contexts
- Experiencing displays and exhibitions

Year 9 is an important year for students as they will learn about and be inspired by the artworks of other artists with an emphasis on learning new techniques and developing skills, confidence and their imagination.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Look at Us <ul style="list-style-type: none"> • Research artists who create images and objects representing the human form • Manipulate elements, experiment with media, techniques and processes and develop, refine and resolve artworks. • Respond to a variety of artworks through deconstruction using arts elements and language. 	Making – Folio of Work Responding – Artist Statement
TERM 2	Nature vs Machine <ul style="list-style-type: none"> • Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions • Develop and refine techniques and processes to represent ideas and subject matter • Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style 	Making – Printmaking Folio Responding - Artist Statement
Criteria	Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks.	
Homework	Homework involves folio comments and reflections, artwork activities and notes, research and journal entries.	
Excursions / Camps		

Future Pathways

Year 10	Visual Art
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Enrichment Subject

Instrumental Music

The school also offers an award-winning Instrumental Music Program. Lessons are typically 35 minutes and take place once a week.

The program has a range of ensembles including:

- Concert Band
- Big Band
- String Orchestra
- Choir
- Brass Ensemble
- Percussion Ensemble

As part of the Instrumental Music Program, students may be required to attend an Instrumental Music Camp to prepare their repertoire. We also aim to take our ensembles on tour around the state. In 2017, the students went on an outback tour, playing music throughout Central Queensland from Emerald to Longreach. In 2023, Instrumental Music students will embark on a tour of the Whitsunday region in Term 1.

The YSHS Concert Band participates in the bi-annual Instrumental Competition, 'FANFARE'. In 2016, the Concert Band was crowned Best Ensemble for Central Queensland and in 2018 and 2022 Regional Finalists.

Other performances include Rockhampton Eisteddfod, Capricorn Secondary Music Festival, Village Festival, Community Anzac Day Parade, Central Queensland Jazz Festival and Brisbane's Prestige Music Festival.

Continuing on in Senior provides students the opportunity of gaining valuable QCE points in recognition of their commitment and effort.

Music Excellence

Students in year 7 – 12 are invited to audition to become part of the Music Excellence class at Yeppoon State High School. Music Excellence runs outside of the timetable. This allows the flexibility for students to continue study in MEX beyond year 7 and 8.

Throughout the course of study students will study AMEB theory and sit accredited levelled exams.

Why Music Excellence?

- We believe in our students' musical talents and the importance of extending this ability
- Students should have recognition of their hard work in music through formal certifications
- Students should be provided with real world opportunities in music
- Music is excellent for your brain and your resilience

Music Excellence is an audition-based class of music students who already play an instrument at an appropriate standard. In their study they will experience:

- Composition
- Performance
- Musicology (analysis)



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Together we succeed